

ALEXANDRA SECONDARY COLLEGE



YEAR 9
HANDBOOK 2017

PRINCIPAL: Mr. Nigel Lyttle

ASSISTANT PRINCIPAL: Mrs. Sue Malcolm

MIDDLE YEARS COORDINATOR: Mrs Ally Crouch

SCHOOL ADDRESS: Hall Street, Alexandra 3714

TELEPHONE: 5770 2000

FAX: 5772 2049

EMAIL: alexandra.sc@edumail.vic.gov.au

Dear Students and Parents,

This booklet is designed to help both parents and students learn more about Alexandra Secondary College, our curriculum and how our school is structured.

A.S.C. is a school committed to providing its students with the knowledge and outlook they need to meet the challenges of the twenty-first century. It offers its students a broad education in a supportive environment.

Principal
Mr. Nigel Lyttle



Assistant Principal
Mrs. Sue Malcolm



OFFICE STAFF

TELEPHONE / FAX / E-Mail

Anne Norris

General office

03 5770 2000

Jan McDonald

Fax

03 5772 2049

Anita Rennie

E-Mail alexandra.sc@edumail.vic.gov.au

Sue Dundas (Teacher Support)

E-Mail dundas.suzanne.l@edumail.vic.gov.au

HOUSE SYSTEM:

House Leaders work with students and staff to develop a sense of unity and team-work. House Leaders are in place to assist staff and students to manage discipline and other issues, and to maintain communication between all sections of the community.

The House structure facilitates a strong link between students and staff in a pastoral care situation. Form teachers are responsible for a group of 20 – 25 students from all year levels. They will meet at form assembly every morning, and assist with matters pertaining to the wellbeing of students.

The ultimate aim of the program is to develop a relationship between a staff member and a group of students and their parents that will enhance the positive learning environment and provide strategies for students to cope with the myriad of issues that face them in education today. Other benefits of the House structure include student leadership, role-modelling by senior students and participation in House competitions.

HOUSE LEADERS

CUMMING & LONG

Ally Crouch



BAINBRIDGE

Mark Davies



WEINBERG

Cath Collett



WELFARE TEAM:

Bron (Welfare Coordinator), John (Chaplain) and Sara (School Nurse) can help students work through problems, and link them up with counsellors and psychologists if issues become bigger.



Bronwyn Howell



Sara Watts



John Leary

They run groups for students with similar needs, such as low confidence, anger issues or anxiety, etc. Staff and parents may refer students to them, or students may seek support themselves.

GENERAL INFORMATION

This handbook has been prepared to assist students and parents understand the Year 9 curriculum and to plan a course for 2017. It should be read carefully. Students should seek advice from teachers and discuss their selections with parents, teachers and friends.

Students attend classes for 30 periods each week. These periods are divided as follows:

Compulsory units

English	5 periods per week
Mathematics	5 periods per week
Life Skills/Advocacy	2 periods per week

Elective units

3 Short units per semester	12 periods per week
1 Extended unit each semester	6 periods per week

Short units

Students must complete 6 short units over the year. Please refer to the instructions provided in this information package regarding your subject selections.

- Science
- Technology
- Arts
- Health and Physical Education
- Humanities
- Languages

Extended units

Students must choose 2 extended units.

From these preferences we will develop the timetable blocks of subjects. It is essential that students list their choices carefully. Units will run based on student numbers.

PLANNING AND SELECTING YOUR COURSE OF STUDY

Along with this booklet you will also receive a Course Selection Sheet. Follow the directions on the sheet and list your preferences.

You have until Friday 5th August to read this booklet, complete your course selection and return the form to your advocate.

NB: If your selection sheet is submitted after this date, it may result in you not getting the units of your choice!

SUBJECT SELECTIONS

COMPULSORY UNITS

ENGLISH

MATHEMATICS

LIFE SKILLS/ADVOCACY

ELECTIVES

SHORT UNITS

ARTS

Studio Arts: Combining 2D and 3D

Visual Communication (Graphics)

Drama

Music

SCIENCE

Science 1

LANGUAGES

Japanese (Semester 1)

Japanese (Semester 2)

Indonesian (Semester 1)

Indonesian (Semester 2)

TECHNOLOGY

Food in Action

Materials – Woodwork

Technology Computer Application

HUMANITIES

History: Australia to 1918

Geography: Global Hotspots

HEALTH AND PHYSICAL EDUCATION

Physical Education

Recreation

ENGLISH

English Literature

EXTENDED INTEGRATED UNITS

Students must complete 1 extended unit each semester.

Autoweld 1

Autoweld 2

Biomechanics

Fit & Healthy Lifestyles

How Did You Make That? I Want To Make That Too!

Mission X (Science)

Performing Arts

The World In Your Kitchen

'Wood' you like to?

COMPULSORY UNITS

ENGLISH

- All students in Year 9 will complete 2 units of core English.
- Literature may be chosen as one of their elective choices.

Students study a variety of text types, including: films, novels, and poetry to explore human nature, societies and ideas. There is a focus on text response and comparative essay writing. Media texts such as: magazines, newspapers and advertisements are used to further develop students' understanding of persuasive language. All of these skills are a major component of the VCE course and essential for navigating the complexities of twenty-first century life. Themes explored may include: Survival, Dystopian Fiction, and Australian Identity.

MATHEMATICS

- All students will complete 2 semesters of Mathematics.

This course builds on the mathematical skills developed in Year 8 and introduces new concepts and skills, which are intended to equip students for further studies at Year 10 and beyond.

The units covered include: Pythagoras Theorem & Trigonometry, Linear Equations and Graphing, Measurement, Geometry, Algebra, Statistics, Financial Mathematics, Probability.



LIFESKILLS

Lifeskills addresses many areas that would otherwise not be systematically covered in the curriculum for all students. Units may include areas such as: Goal Setting, Safe Partying and Decision Making, Positive Thinking, Financial Management, Civics and Citizenship, Careers and Religion across the world. Students are involved in finding information on these topics from a range of sources, sharing this information with others and reflecting on their own opinions and values. A range of guest speakers from various health and community organisations may visit classes.

SHORT ELECTIVE UNITS

STUDIO ART

"To practice any art, no matter how well or badly, is a way to make your soul grow. So do it." Kurt Vonnegut

The beauty of creating Art is that there is no wrong answers!

Self-expression and exploration of new ideas is the key to the work that you will produce in Year 9 Studio Art. Build on the skills that you have already developed in Art, and unleash your inner artist!

You will explore 2 dimensional and 3 dimensional art processes:

3D Art Component:

- Explore creative, individual responses to a variety of design briefs.
- Investigate and research Three Dimensional (3D) work from different cultures. Look at the work of traditional and contemporary artists as a starting point to generate and develop ideas for making your own 3D artworks.
- Plan and present 3D works from design to production.
- Explore a range of 3D art forms and develop skills in using a range of materials.

2D Art Component:

- Explore the formal elements and principles of art. Refine your skills, techniques and processes to produce art works using a range of media and art styles (realism, abstract art, surrealism)
- Plan, develop and document your ideas. Modify your art making techniques and processes.
- Research, analyse and interpret art works. Use appropriate art terminology when discussing your own and other artists' art work.
- Explore, identify and describe art works from different social, cultural and historical contexts.



This unit is designed to develop the basic skills required for Year 10 and V.C.E. Studio Arts.

VISUAL COMMUNICATION (GRAPHICS)



Design makes the world go round!

From the design of the chair that you are currently sitting on, in the house that you are living in, to the design of the car parked in your driveway. What will the design of car you are driving in 5 years look like? What about in 20 years?

Look around you, our life is totally dependent on amazing design! Join the design revolution and design your own future.

In Visual Communication you will learn the skills to help set your imagination free.

This course is designed to enable students to learn:

- Illustration techniques and rendering
- The design process and design elements & principles.
- Computer aided design will be also used where appropriate.
- Typography – developing letterform.
- Technical Drawing, for example: Isometric, Planometric, Oblique and Orthogonal drawing.
- Creating design solutions to a design problem (i.e. responding to a design brief).



This unit is designed to develop the basic skills required for Year 10 and VCE Visual Communication and Design.

DRAMA

Drama provides students with the opportunity to express themselves through a variety of character roles and performance pieces. Students work individually and in groups as they explore a variety of theatrical conventions and performance style.

Students investigate all aspects of performance from script writing, acting, stage sets and lighting. Students explore Drama as an art form through participation, personal and group evaluation and reviewing existing dramatic performances.

MUSIC

Music provides students with the opportunity to explore their musical talents through singing, performance and the study of instrumental music. Students investigate and critique a variety of musical genres and contexts.

Students continue to build on their listening skills and learn innovative methods of creating music. This subject aims to consolidate on the music and performance skills covered in Year 7 and 8. Music is a great opportunity for students to challenge their musical boundaries and develop their confidence and self-esteem.

ENGLISH: LITERATURE

The Literature classroom is a passionate and vibrant place, where discussion and debate are highly valued. The study of Literature aims to develop an appreciation and enjoyment for a variety of texts including: novels, plays, films and poems, drawing from the classics. It aims to enrich students' ability to debate and respond to literature from various cultures, genres and eras.

Literature immerses students in an environment which is rich in language, ideas and philosophies. It seeks to broaden students' understanding of the world, humanity and the complexities of human existence. Students will develop their own writing as they analyse the structures, features and language conventions authors use to construct meaning. Literature can enhance students' thought processes, maturity and understanding of others. All these skills are transferable across other subjects and help create lifelong learners. This subject provides students with a solid understanding of the components of VCE Literature.

HEALTH AND PHYSICAL EDUCATION

PHYSICAL EDUCATION

Students aim to develop skills and an awareness and knowledge of safety procedures in a variety of sporting activities. Students increase personal fitness, relate physical activity and fitness to body functions and develop an awareness of the relationship between physical activity and a positive self-concept. Students are provided with health information to assist in positive decision making. Students will be assessed on interpersonal skills, strategic thinking, health knowledge and physical capability. Students learn rules and develop strategies in a selection from but not limited to the following topics: Aquatics, Dance, Softball/ Baseball, Badminton, Racquet Ball, Volleyball, Squash, Tennis, Hockey -indoor and outdoor, Cricket-indoor and outdoor, Golf, Soft Lacrosse, Football codes and Ultimate.



RECREATION

Students will experience a variety of recreational activities, developing skills in a selection of the following: Initiative activities, Clay Target Shooting, Swimming, Golf, Lawn Bowls, Archery, Rock Climbing, X-Country Skiing, Rafting, and Mountain Bike Riding, C.P.R. A selection of these activities will run depending on the

season and availability. Some activities will extend beyond the school day and all students are required to participate in all activities. Cost = \$150

LANGUAGES: INDONESIAN AND JAPANESE:

At Year 9 level students progress beyond the beginner level and develop a deeper understanding of the language and culture of their target language, either Indonesian or Japanese.

This study of the language in a structured and sequential manner will help you to:

- Learn a range of key language features providing you with the knowledge and confidence to communicate effectively, both orally and in written form
- Reflect on and compare aspects of language and culture, to enhance your ability to participate effectively in the modern world.

Students are advised to choose both semesters of Indonesian or Japanese, as they are intended as whole year subjects. This enables students to enjoy a greater range of opportunities to reach their full potential in language acquisition and in understanding the cultural intricacies of their chosen country. Both courses utilise engaging web-based resources and a wide variety of fun individual and group-based learning tasks. Overseas tours to either Indonesia or Japan are offered every two years. Semester 1 is a prerequisite for Semester 2.

SEMESTER 1

Semester 1 units aim to develop a more spontaneous recall of vocabulary and expressions. Greater proficiency with grammatical structures is developed during designated thematic studies. Students are encouraged to develop a vocabulary bank of well-rehearsed language for use in a variety of 'typical' situations. Conversational tasks which utilise newly acquired language assist in advancing pronunciation, intonation and fluency skills. Japanese studies continue to develop students' understanding of the correct use of appropriate scripts. Further knowledge of and appreciation for the relevant traditional and contemporary cultures are also considered.



INDONESIAN topics include '*Hobbies, Sport and Entertainment*', '*Famous People*' and '*Weather and Our Natural Environment*'.

JAPANESE topics include '*Neighbourhoods*', '*Weather, Seasons & Clothing*', '*Leisure*' and '*Packing for Japan and Gift Giving*'.



SEMESTER 2

In Semester 2, students are supported to become more competent communicators through the acquisition of new vocabulary and expressions and the use of increasingly complex grammatical structures. Further emphasis on pronunciation, intonation and fluency complements this process. A heightened understanding of and appreciation for the more subtle aspects of Japanese or Indonesian culture, ethnicities and lifestyles is also considered, so that students may

more effectively compare and contrast them to those in Australia.

INDONESIAN topics include *'Tourism and Going on Holidays'* and *'Weddings, Birthdays and Religious Festivals'*.

JAPANESE topics include *'Invitations and Activities'*, *'Daily Routines and Celebrations'* and *'Shopping and Dining Out'*.



HUMANITIES

The study of Humanities expands our outlook about the world and gives us a greater awareness of the issues and values in our society. It provides the skills necessary to have a balanced outlook, in order to better understand the issues affecting us and provide solutions to them.

HISTORY: AUSTRALIA TO 1918

Technology, poverty, riots, slavery, travel and war; this unit has it all. It considers how life changed between 1750 and 1918. Beginning in Europe, students study the impact of technology on how people lived and worked. They investigate the connection between these changes and the growth of the slave trade and convict transportation. White settlement of Australia and the effect on indigenous people is studied as are the main features in Australia's growth to nationhood up until the end of World War 1.



GEOGRAPHY



At Year 9, students take a critical approach and put their geographic skills and creativity to the test in coming up with real solutions to real world problems. Working at an inquiry based level students hone their research skills to find out what's really happening in many different countries around the world. Tarantula doughnuts and scorpion kebabs? This is a real-life solution to food scarcity, which you may choose to further explore! Also considered in this unit is the geography of interconnections. Spatial technologies, tourism, social media, palm oil, child labour and landmines are all examples of interconnections. You will have the opportunity to explore an example of interconnection of your choice in further depth.

SCIENCE

Science in the middle years continues to build on the skills developed in Years 7 and 8, such as using Scientific Method to solve problems, and being able to safely and accurately complete practical activities. Students expand their knowledge by participating in the following units:



- Acids and Bases: In this unit, students will get to light up the Bunsen burners again to investigate and explain everyday acid and base reactions.
- Detecting and Responding: In this unit students will understand their own nervous and endocrine systems through experimentation. They will even touch the inside of a real brain!
- Microbes and Disease: Students will discover the difference between a fungal and a bacterial infection. They learn about intestinal worms and may never look at fettuccini the same way again.
- Ecosystems: Through field work, students will discover the biodiversity and the flow of energy throughout our local ecosystems.
- Dynamic Earth: Science Rocks! Students will explore structural geology through the study of earthquakes and volcanoes caused by continental drift.

FOOD IN ACTION



Make it. Eat it! Find out what the food you eat does for you.

This Unit covers areas of nutrition, meal planning, International food and food technology. With the focus remaining on the importance of healthy eating, the practical sessions incorporate modern food practices and the evolution of Australian cuisine. Students are encouraged to continue to develop their knowledge of choosing ingredients, food safety, modifying recipes, food styling and food labelling.

Students intending to do VET Hospitality and Year 11 Foods in Year 10 are advised to undertake Foods in Year 9.

Please note that a subject fee is payable based on the consumables used in the practical component of the course.

MATERIALS: WOOD

Students increase their knowledge of the properties and applications of various materials, learn forming and joining of materials using machines and hand tools including the safe and correct procedures for all equipment.

These units are designed to enable students to:

- Make a range of products by extending their skills and techniques in using different materials.
- Focus on design in their products and developing an awareness of Australian Standards.
- Extend their skills and use of hand tools, power tools and machinery, enabling them to utilize them safely and maintain them.
- Develop and encourage safe work practices and a safe work environment.
- Identify and use a range of timbers and develop their construction techniques.

COSTS- Students need to purchase the materials they use in their projects and may do so through the school, or they may purchase it themselves. Alternatively, they can bring timber from home. Students will be required to have personal protective and safety gear such as aprons, eye safety glasses, earmuffs and welding goggles. These should have been retained from previous Technology classes.



TECHNOLOGY - Computer Applications

In Year 9 Computer Applications students expand their skillset with new programs. They learn about HTML and CSS and how to apply these in writing websites. Students gain an appreciation of programming conventions such as 'loops' and 'if' statements. Some students will work with Python. Students are also introduced to different types of software and its uses including image editing with Photoshop CS5 and animation with Flash CS4.

EXTENDED INTEGRATED ELECTIVE UNITS

Students must complete 1 extended unit each semester.

AUTOWELD 1:

This course is designed to introduce students to a study of the motor vehicle and other engine powered units. They will look at the technology related to modern engine design, single and multi- cylinder two and four stroke engines. Students will gain a basic knowledge of the structure, operation and care of modern motor vehicle and other engine driven power units.

They will also become familiar with the welding process that uses heat to join a range of materials. In the metal industry welding and thermal cutting processes are applied to a diverse range of materials, shapes and thickness. This unit will enhance awareness, student skill development and industry knowledge in the automotive area. It is strongly recommended that all students participating in Autoweld have an interest in gaining an apprenticeship or pursuing VET Automotive studies in the future. Cost: \$75.00 + materials for projects.



AUTOWELD 2 – ENRICHMENT UNIT – Semester Two

In the enrichment unit students will continue to develop their automotive and welding skills.

Students will create a product working in groups.

Products are decided in conjunction with teacher and student ability and may incur a separate cost depending on the item. Cost \$60.00 + cost of project materials for students who have completed semester 1. First time students are to pay \$75.00 + materials for projects.

BIOMECHANICS

Want to swim like Cam McEvoy, play tennis like Serena Williams, bat like Steve Smith and play golf like Dean Malley?

In Biomechanics you will learn how to apply physics principles to your favorite sporting event to improve your performance.

Topics may include:

- How to reduce resistance on a bike
- How to find your center of gravity and improve your balance when surfing or riding a skateboard
- How to increase the force behind your throw
- How to make a ball spin
- Changes in technology of bats and racquets, balls, footwear and clothing

You will also be able to carry out video analysis of your performance in a variety of sports.

FIT & HEALTHY LIFESTYLES

Students will create and conduct a personal training program that is matched to their personal sporting goals and lifestyle interests. The course will explore training methods, training principles, extensive health, fitness and skill testing programs to develop an individually enjoyable training program.

Diet and nutrition will be investigated along with comparisons of healthy and unhealthy eating behaviour.

Students will:

- Document the stages of the program and create a presentation to the school community at the end of the unit, using a variety of media.
- Conduct peer teaching activities on fun warm ups, minor games, stretching and training activities to peers.
- Be involved in a physical challenge.

HOW DID YOU MAKE THAT? I WANT TO MAKE THAT TOO (Textiles/Art)

Students will discover the world of Art and Textiles through the investigation of the many ways fabrics and textiles can be made and painted or printed. The world of culture and art will be researched throughout history by looking at textiles from a historical and modern perspective. Techniques both old and new such as screen printing, photographic work, etching, silk painting, weaving, and felting will be used to make any project they can design.

Recycling of materials will also be a focus perhaps leading to sculpture, costume and set design.

These could be used for school production or puppet making.

Students will be encouraged to try as many techniques as possible and be involved in an excursion to a warehouse, reverse garbage truck, fashion designers and exhibitions.

Cost: Students purchase own materials for special projects.

MISSION X: (Science)

Your mission, if you choose to accept it

Three years ago, middle years students in the Cathedral Cluster of schools were invited to participate in the Mission Phascogale program. (A phascogale is a small native mammal.) This program involved students in an ongoing investigation, culminating in a ten day scientific exploration of an area on Lake Eildon to determine whether any phascogales could be found. Students worked with local experts, including people from DSE, Rubicon and Parks Victoria.

This extended unit will involve a similar approach, with camping in native forest, excursions and lots of fun activities. After some exploration of the local area, including a visit to Toolangi Forest Centre, Yea Wetlands, and other places of interest, as well as talks with local experts (DSE, Parks Victoria, Roots & Shoots, Goulburn Murray Water, etc), students will select a local environmental focus to explore.

The project may focus on a wide range of issues or areas. Some ideas that have already been generated include:

- Development of a nature / interpretive trail
- Identification of an endangered species in the area
- Organic farming
- Ecotourism
- Ecological research
- School programs, such as "Water Wise Schools" & "Rubbish Free Schools"
- Monitoring / cleaning up / maintaining a particular area of waterway
- Working with rangers in one of the many local parks to complete a service project, such as erosion control, construction of a shelter, etc
- Revegetation of a degraded area.



Students may also have many ideas of their own. The group will select one area to focus on. The project could also include mini foci such as entering competitions like "Dare to Care" (Engineers without Borders), Science Comp, etc. During the semester, students will be exposed to a wide range of skills (apart from the environmental skills). Along the lines of the Alpine School, these may include:

- Scientific research and exploration
- Camping and outdoor skills
- Letter writing and publicity strategies to bring attention to their project
- Public speaking
- Communication with a variety of government and environmental bodies
- Planning, logistics, budgeting



COST: Some excursions will be involved, and an optional camp at a subsidised rate will be offered.

PERFORMING ARTS:

For those who enjoy the freedom of dramatic expression and creation, this is an opportunity to work independently and collaboratively to develop skills in performance areas.

The Performing Arts Extended Unit will expand on skills learnt in Year 7 and 8, exploring different areas of performance and a range of different approaches. Performance areas will include Drama, Music, Dance and Movement. The skill areas of expression, exploration, characterisation, performance and creation will provide a basis for this course.



THE WORLD IN YOUR KITCHEN (Food/Humanities)

The aim of this unit is for students to discover the multicultural world through food and travelling around the world. Students will learn about how, why, when and where people live and grow their foods in relation to the climate, regional landscapes, geography of the country and foods which can be produced. Students will also look at customs, religions, taboos, festivals and street foods. They will investigate the origins of food through time in the Spice trail and the explorers who brought many new foods such as oranges and potatoes to the British Isles and beyond. There will also be scope here to investigate the way early settlers misunderstood the climate of Australia and Aboriginal foods as well as the impact of immigration on the developing Australian culture.

Students will prepare foods based on their research and participate in a banquet of foods. An excursion to different cultural areas may take place.



Please note that subject fees are payable based on consumables used within the practical component of the course.

'WOOD' YOU LIKE TO?...

- Make furniture?
- Turn wood?
- Make a home for your pet?
- Use awesome power tools?
- Turn a great idea into a finished product?

All this and more could be achievable should you choose an extended Woodwork Unit in Year 9. This is a great opportunity for you to gain the skills and knowledge required to undertake VET Construction in Years 10, 11 and 12. *Building* on the skills that you have gained from Year 7 and 8 Woodwork, you will negotiate with your teacher to *design* and *construct* a suitable project of your choice. So...What wood you like to make next year!?